

Climate Action Plan

Weston On Trent C of E (Aided) Primary School

1 year plan Spring 2025 - 2026

Carbon baseline: 146.07tCo2e Calculation: 06.06.2025



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GETTING STARTED				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Sign up to the Let's Go Zero campaign ★ By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	Completed	Headteacher	Signed up	Completed
Calculate your school's carbon footprint using Count Your Carbon ★ This free digital tool allows you to calculate the carbon footprint for your educational setting.	Start: May 25 Review: June 25	Headteacher Sustainability Leads	Count your carbon tool used and submitted to the Diocese	Completed
Sign up to the Sustainability Hub for Education A DfE-funded project that offers suggested actions paired with quality-assured resources. You can filter these to show suggestions relevant to your setting based on your teaching age, priorities, how far you've progressed already, estate, and more.	Start: May 25 Review: June 25	Headteacher Sustainability Leads	Signed up	Completed

Your schools total carbon footprint is estimated to be: 146.07 tonnes co₂e* per year

Operational area	Emissions area	t co ₂ e*	% of footprint
Energy & Utilities	● Fuel Usage	4.4	3%
	● Electricity Usage	12	8%
	● Waste Usage	0.1	0%
	● Water Usage	0.2	<1%
Transport	● Vehicles	0	0%
	● School Trips	0.3	<1%
	● Student Commutes	41.2	28%
	● Staff Commutes	15.3	10%
Food & Drink	● Meals	28.1	19%
Purchases	● Spending	12.2	8%
	● Uniforms	32.3	22%



*'t co₂e' or 'co₂e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect.

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Take part in a switch off campaign ★ Take part in a Switch-Off campaign, e.g. Switch-Off Fortnight. Aim for 10% reduction of energy use (the typical amount saved by participating schools). https://jointhepod.org/campaigns/sof25	Start: Nov 25	Whole school	We will be conducting an outdoors switch off day in line with Earth Day 2025.	
Ensure your Building Management Systems (BMS) /Building Energy Management Systems (BEMS) has efficient timings and temperatures set for the school day e.g. 6am-1pm at 18 degrees in classrooms Reducing the temperature in a building by 1°C can save 5% to 10% of your annual heating bill. There is more specific advice in the DfE's energy efficiency guidance around ideal temperatures in different areas of the school.	Start: Nov 25	Whole school	Building Energy Management System (BEMS) is set with appropriate timings and temperatures—such as heating classrooms from 6am to 1pm at 18°C. This approach aligns with best practice guidance and helps reduce energy waste during unoccupied hours. We are also contributing to significant cost savings, as even a 1°C reduction can lower heating bills by 5–10%. Our strategy reflects a strong commitment to energy efficiency and sustainability in line with DfE recommendations.	
Incentivise students to address energy usage eg Energy Champions initiative Proactively engage and empower the student body to take a lead in promoting and implementing energy efficient behaviour changes to help save costs, reduce emissions, and make their setting more sustainable. Free resources: Energy Sparks	Start: Nov 25	Whole school	We are empowering students to take ownership of energy-saving behaviours, encouraging them to lead by example and influence their peers through leadership opportunities like house captains, prefects, librarians and play leaders. Through this initiative, students actively contribute to reducing energy usage, cutting costs, and lowering emissions—making the school environment more sustainable.	
Implement a power down strategy for electric devices and appliances e.g. sleep settings on computers and projectors and turning off scanners/ printers overnight Implement power-down strategies across the school, e.g. sleep settings on laptops, smart-boards and screens. Free resources: Energy Sparks	Start: May 2025 Review:	Headteacher / SBM	New printing lease initiated May 2025. This will ensure latest energy saving technology is applied to the device. Self powering down and energy efficient modes are activated. All laptops are replaced on a rolling cycles. Laptops should be routinely locked in accordance with GDPR policies, when this occurs, sleep mode is activated.	

Install TRVs on radiators Install thermostatic radiator valves (TRVs). These will maintain the room at a set temperature and allow local control of heating. These can be easily retrofitted on existing radiators.	Start: May 2025 Review: May 2026 and annually upon TRV inspections	DBE / Boons Headteacher / SBM / Site staff	TRVs are monitored annually as part of our statutory checks program.	
Installation of LED lighting Investigate feasibility of the installation of LED lighting. Replace any remaining older lighting fixtures with LEDs and install motion sensors in any high traffic areas. The DfE suggests LED installation can reduce energy consumption from lighting by over 84%.	Start: May 2025 Review: May 2026	DBE (Jason Aldridge)	The DBE will be completing a central review of remaining DFC Energy Efficiency Budgets. The school building has full LED lighting systems throughout. Our boiler is 17 years old and we are looking to have this changed as part of the central review by DBE.	
100% “Green” Energy Tariffs Explore options of moving to green energy tariffs and switch when commercially viable	Start: May 2025 Review: May 2026	Headteacher / SBM	Corona Energy has made several efforts to position itself as a greener energy supplier in the UK: - Renewable Electricity: They supply electricity that is REGO-certified (Renewable Energy Guarantees of Origin), which means for every unit of electricity supplied, an equivalent amount of renewable energy is generated and fed into the grid 1. - Green Gas Options: Corona offers green gas backed by: - Renewable Gas Guarantees of Origin (RGGOs) – indicating the gas is derived from biogas (a low-carbon alternative). - Voluntary Carbon Offsets (VCOs) – allowing customers to offset emissions by supporting global carbon reduction projects 1. - Solar Energy Solutions: They provide commercial rooftop and ground-mounted solar installations through Power Purchase Agreements (PPAs), helping businesses reduce Scope 2 emissions and stabilize energy costs - Support for Renewable Generators: Corona also works with renewable energy producers, offering tailored contracts to purchase and distribute green energy.	
Heat Decarbonisation Plan Work with the DBE to commission a Heat Decarbonisation Plan to provide a a roadmap to net zero carbon target through retrofitting school buildings.	Start: May 2025 Review: May 2026	DBE (Jason Aldridge)	As previously mentioned, we would like to decarbonise heat by transitioning from gas boilers to low-carbon technologies such as air-source or ground-source heat pumps, which are well-suited for educational buildings.	

Work with the DBE on a phased plan for implementing the larger capital works components of the HDP. Look for opportunities to deliver smaller components of HDP locally.			Improve insulation and energy efficiency should be a first step to reduce heat demand.	
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TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Run active travel campaigns e.g. Modeshift STARS Participate in the three annual Active Travel Weeks: Living Streets, Sustrans Big Walk and Wheel and Cycle to School Week. Aim for these events to trigger a permanent shift to sustainable travel from students who live locally enough to do so. Walk to school week May 2025 Primary Schools Cycle to school week Sept 2025 Big walk and wheel Mar/Apr 26 Sustrans Big Walk and Wheel 2025	Start: September 2024 Review: Annually.	Headteacher SBM	We will be continually requesting parents park further away from school and walk to school as a traffic calming measure but also to reduce car usage in the area. We will hold bike to school weeks - a recent road closure due to gas works has really highlighted that parents and staff can and will use alternative methods of transportation when needed.	
Provide cycle proficiency lessons in school e.g. Bikeability Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up.	Start: September 2024 Review: Annually.	Headteacher SBM	School provided bikeability lessons for all age groups including balance bikeability for Reception children. We have many staff members whole cycle and run to school modelling that green methods of commuting.	
Develop an active travel plan Register for ModeShift STARS to create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel.	Start: September 2024 Review: Annually.	Headteacher SBM	- Use the PSFA village walk events as a foundation for promoting active travel. - Engage the Forest Rangers Club in mapping safe walking routes. - Include travel plan goals in newsletters and the school website to involve the wider community.	

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Reuse school uniform and PE kit through a uniform exchange Set a target of increasing reuse of uniform items each year through your Uniform Exchange/Swap Shop - Increase opportunities for families to access uniform swap shop - Reframe uniform reuse away from 'for those in need' to positive climate action	Start: September 2024 Review: Annually.	Headteacher SBM	- Established Uniform Swap Shop: The school has set up a uniform exchange system where families can donate and collect gently used school uniforms and PE kits. - Annual Reuse Target: A goal is set each academic year to increase the number of items reused through the swap shop, reducing the need for new purchases.	

Educate pupils and parents on the high carbon impact of clothing and the importance of reuse Include dress-up day items, wellies etc			- Accessible to All Families: The swap shop is promoted as a community sustainability initiative, not just for those in financial need. It is open during parent evenings, school fairs, and by appointment. - Climate Education Link: Pupils learn about the environmental impact of clothing production and waste through assemblies and classroom discussions. This helps reframe uniform reuse as a positive climate action. - Extended Offering: The swap shop includes not only standard uniform items but also seasonal wear (e.g. wellies, coats) and dress-up day clothes, encouraging broader participation. - Promotion: The initiative is highlighted in newsletters and on the school website to raise awareness and normalize reuse.	
Consider carbon footprint and environmental practices of the services/companies you use Develop a Sustainable Procurement policy or strategy. See Molescroft Primary procurement policy For some practical first steps when thinking about sustainable procurement in your school: Sustainability in school procurement Edexec	Start: September 2025 Review: Annually.	Headteacher SBM Derbyshire local authority	A Guide to Sustainable Shopping Choices on Amazon Many schools already use Amazon - this guide makes them aware of how to find the more sustainable suppliers and options. Auditing suppliers Sustainability Support for Education An extensive guide listing all the factors and questions to consider when choosing sustainable school suppliers. Includes directories, tips on how to assess sustainability/education/social responsibility credentials, options for procurement frameworks and more.	
Switch to recycled or sustainably sourced paper Purchase paper from sustainable forestry (e.g. FSC or PEFC certified) or recycled paper to reduce the impact of printing. This, combined with printing reduction strategies, can have a beneficial impact on both cost and carbon.	Start: September 2024 Review: Annually.	Headteacher SBM	The school has embraced digital communication, documentation, processes and systems wherever possible, reducing the need for printing. Interactive whiteboards, online learning platforms, and digital assessments further support a paper-light environment.	
Switch to an ethical bank Align your money and financial activities with your values. Sign up to Switch It Green and use their Green Banking Platform to find out what your current bank is funding and switch to a new green bank from the recommended list.	Start: September 2024 Review: Annually.	Headteacher SBM	Lloyds Bank's ethical actions in 2025: - Human Rights: They follow international standards, work to prevent modern slavery, and support vulnerable communities. - Sustainability: They're committed to climate action, avoiding greenwashing, and helping businesses transition to net zero. - Ethical Business: They promote transparency, responsible lending, and community support like financial education.	

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Offer a vegan / vegetarian option every day Increase your vegan and vegetarian offers, whether this includes more hot meal options or addressing your sandwich or jacket potato offerings to begin to shift away from meat fillings.	Start: September 2025 Review: Annually.	Headteacher Derbyshire local authority	Meals provided are: • Nutritionally balanced, meeting national dietary guidelines • Affordable, ensuring accessibility for all students • Sustainable, incorporating: • Seasonal and local produce • Reduced meat and dairy options • Minimal food waste practices The school may also engage in meat-free days or plant-forward menus	
Encourage caterer to arrange a menu consultation through external organisation, e.g. ProVeg If every child switched one meal from animal to a plant-based once a week that could save the typical primary school (300 students) over 20 tCO2e in an academic year!	Start: September 2025 Review: Annually.	Headteacher Derbyshire local authority	Revise the school menu to include more plant-based, seasonal, and locally sourced options. Introduce “Sustainable Food Days” to promote awareness and reduce carbon footprint.	
Explain reasons for eating less meat during lessons, assemblies etc. Promote plant-based menu options. Aim to increase uptake of plant-based meals through pupil-led assemblies Classroom resources here	Start: September 2025 Review: Annually.	Headteacher SBM	As a C of E school, we are a values based school that holds daily collective worship. As one of our values is respect for the environment, we will build this in to our planning to ensure it is addressed.	
Have separate bins for food waste in the kitchen/ cafeteria/ dining room/ staff room Organise food waste caddies for all appropriate spaces and divert all food waste out of general waste and into either your composter or your food waste collection, as appropriate.	Start: September 2025 Review: Annually.	Headteacher SBM	The school has clearly labelled recycling stations across the premises for paper, card, plastics, and metals. Food waste is also separated and, where possible, composted or collected by appropriate services to ensure proper disposal and recycling.	

WASTE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Consider waste reduction projects Eg: Plastics: https://kidsagainstoplastic.co.uk/ Or become a Plastic Free School	Start: September 2025 Review: Annually.	Headteacher Derbyshire local authority	Weston actively considers sustainability in its food provision by prioritising locally sourced, seasonal, and organic ingredients wherever possible.	

Switch from milk in tetrapacks: cool milk			Contracts with food suppliers are reviewed with environmental impact in mind, favouring those who demonstrate strong commitments to reducing food miles, packaging waste, and carbon emissions. The school encourages plant-based options and promotes balanced, nutritious meals that align with national healthy eating standards. Kitchen practices are regularly assessed to improve energy efficiency and reduce environmental impact.	
Ensure recycling bins are in all key areas e.g. classrooms, corridors, playgrounds, cafeteria and staffroom and are labelled clearly Ensure that there are bins in all relevant areas of the school to make choosing to recycle easy. Consider colour differences to highlight general vs recycling clearly. Implement clear signage on bins to support with behaviour change. You can work with your students to design signage for these, or Wastebusters have signs and resources designed for primary age and you can access food waste bin labels on Guardians of Grub.	Start: Review:		The school has clearly labelled recycling stations across the premises for paper, card, plastics, and metals. Clear signage is in place, and new bins have been ordered for all locations of high volume.	

2. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Increase planting/decrease mowing to support wildlife Explore funding opportunities Finding funding Education Nature Park Avoid pesticides and herbicides Plant flowering grassland seeds, bulbs and plants	Start: September 2024 Review: Annually.	Headteacher SBM	Pupils are actively engaged through projects, campaigns, and Forest Rangers / Forest Schools. The school fosters a culture of environmental responsibility, encouraging student-led initiatives like tree planting, recycling drives, energy audits, and climate action pledges.	
Decrease mowing to support wildlife Enhance grassland Take part in No Mow May Plantlife's No Mow May Movement	Start: May 2025 Review: Annually.	Headteacher SBM	We have decreased the mowing of grounds significantly. We have also installed extra Forest School provision to recuse the wild growing of more space in school. The fencing for this site has been ethically sourced and grown. We have a new grounds maintenance company taking on our grounds management, with a new brief of wildlife support	

Reduced mowing for a time frame or stop/reduce mowing in designated areas and allow grassland to grow tall, mowing at the end of summer				
Increase planting (microhabitats) to support wildlife Increase microhabitats on site - bird/bat boxes, log piles, dead wood, bee posts are all low/no cost habitats that pupils can be involved in designing and creating Provide food & water for wildlife – homemade feeders, growing sunflowers and leaving the seeds, increasing pollinator planting.	Start: September 2024 Review: Annually.	Headteacher SBM	Orchards for Schools - The Tree Council (applications currently closed but register your EOI) For free, bespoke training, resources, and tree and hedgerow packs Free Trees for Schools and Communities - Woodland Trust Applications are open til Aug 25 for tree packs due to be delivered in from Nov 2025 Tree Tools for Schools – Woodland Trust Practical tools include planting planners and tree planting care and maintenance advice.	

3. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Conduct a grounds audit using Ltl tool for climate resilience Conduct a climate resilience audit of the school site, e.g. to check all windows and blinds open and close, guttering, planting etc. The Climate Ready School Grounds survey from Learning Through Landscapes covers all weather conditions and involves students' opinions of their grounds.	Start: September 2025 Review: Annually.	Headteacher SBM	We will undertake this survey in the academic year 25 /25	
Build sheltered areas on playgrounds for heat resilience Provide shelter and shaded outdoor space/seating areas for pupils to escape heat/extreme conditions	Start: September 2025 Review: Annually.	Headteacher SBM	We have added a sheltered area to the outdoor area of the Reception Area. We have a canopied area and picnic benches with UV umbrellas. This site is poorly shaded through natural shade. We have a yurt and 2 outdoor shelters in our forest school areas along with a Viking tent and a tepee.	

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Raise awareness around water consumption and efficiency - make the most of free assemblies to engage and inform the school community Severn Trent Education.	Start: September 2024 Review: Annually.	Headteacher Subject Leaders / Class teachers /Support staff	Severn Trent Workshop held in Year 5 every year alongside curriculum work with the water cycle. 2 Water butts in the Forest school linked to shed	

Replace end of life taps etc with water saving versions	Start: September 2025 Review: September 2027	SBM / Site staff	A plan is in place with our Plumbing team to replace all taps across school to ensure the best possible chance of avoid leaking.	
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4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Appoint a sustainability lead with sufficient PPA and support Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy . Provide the sustainability lead with sufficient PPA/ TLR to fulfil this role.	Start: September 2024 Review: Annually.	Headteacher	Mark Hibbert – Headteacher is appointed sustainability lead. A governor has also been appointed – Karla Evison	
Set up an eco-club for pupils to take leadership on issues Establish a student Eco Club. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	Start: September 2024 Review: Annually.	Headteacher	Eco-cub will form part of Forest rangers and be added to Forest schools to promote 'ECO' living practices	

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Are pupils eager to create a greener, sustainable world and tackle the causes and impact of climate change? Establish a student-led Eco Committee that plans and leads sustainability initiatives, such as energy-saving campaigns, litter picks, or climate awareness events.	Start: September 2025 Review: Annually.	Headteacher	Pupils are actively engaged through projects, campaigns, and Forest Rangers / Forest Schools. The school fosters a culture of environmental responsibility, encouraging student-led initiatives like tree planting, recycling drives, energy audits, and climate action pledges.	
Do pupils learn about nature, the causes and impacts of climate change and the importance of sustainability? Develop a progressive learning pathway that outlines key sustainability and climate concepts to be taught at each key stage, ensuring age-appropriate depth and continuity.	Start: September 2025 Review: Annually.	Headteacher	Learning is age-appropriate and progressive, starting with basic concepts in early years and building to complex systems thinking in upper years. Lessons emphasise interconnectedness, human impact, and solutions.	

GREEN SKILLS AND CAREERS

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do a school assembly on a topic of interest to your school.	Start: September 2025 Review: Annually.	Headteacher	The Nature Park's green skills provide opportunities to bring purpose to all aspects of the formal curriculum	
Students can calculate their carbon footprints Get students to learn what their environmental impact is via the WWF Footprint Calculator	Start: September 2025 Review: Annually.	Headteacher Computing Lead	This is woven in to our Computing curriculum	
Provide opportunities within & outside for all students to take leadership on sustainability Provide students with more opportunities for engagement and leadership on sustainability projects, e.g. gardening, tree planting, wildlife surveys etc.	Start: September 2025 Review: Annually.	Headteacher	Identify resources from the Nature Park website to support sustainability delivery	



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